

## The Two Styles of Superficial -Deep Learning of the Students of the Department of History at the University of Diyala

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### ABSTRACT

The current research aims to identify:

1- The methods of superficial and deep learning among students of the History Department at the College of Education for Human Sciences at the University of Diyala.

To achieve the objectives of the current research, the researcher adopted the descriptive (relational) approach to study it. The research community consisted of (613) students and the research sample (236) students. 20 Items divided into two types of methods, and five alternatives were identified for the scale (always, often, sometimes, rarely, very rarely) and the weights of these alternatives (1, 2, 3, 4, 5) for the items that came in a negative direction, as for the positive direction (5, 4, 3, 2, 1) and after verifying the apparent and construction validity, the researcher verified the reliability by the Facronbach method, and the scale was applied to a sample of (236) male and female students using the stratified random method for students of the History Department of Humanities, University of Diyala, and the researcher used the chi-square statistical means. Pearson's correlation coefficient, Cronbach's alpha equation, t-test for two independent samples, skewness and flatness coefficient, standard error, arithmetic mean, median, mode, t-test for one sample, one-sample test of variance, and error test E (Z-test and multiple regression analysis, the results are the lack of learning methods in particular, but in particular the availability of the deep learning method, and the absence of a taste difference of statistical significance at the level (0.05) according to the gender variable and the study stage and in light of the results of the research, the researcher reached a group of conclusions

1- Learning outcomes in educational colleges require their possession of thinking skills, analysis, evaluation, interpretation and application, and this is reflected positively on their possession of the deep learning method that the research mechanism has reached.

2- Weakness of the research sample's possession of the superficial learning method due to the requirements of the College of Education in accordance with the courses that require their possession of higher thinking skills such as analysis and evaluation, in addition to that, the superficial learning method, which requires only memorization and remembering, as it represents the lowest level of learning.

**Keyword:** Superficial-Deep Learning Methods

### The recommendations included in the research:

1- Curriculum-makers' interest in the necessity of including history curricula with various learning methods in Iraqi universities.

2- The necessity of taking into account the deep learning and development of students by the teachers by following modern teaching strategies and methods.

### Suggestions included in the research:

1- The methods of superficial and deep learning at different stages of study: primary, intermediate and secondary.

2- Studying the relationship of the superficial and deep learning methods to other variables such as the level of ambition, self-learning and self-skill efficiency.

### INTRODUCTION

#### First: Research Problem

As a result of developments, university education in our contemporary world has witnessed significant changes in its infrastructure and general trends due to the development of educational technologies and modern teaching methods by benefiting from information technology data and the spread of various information networks to meet the increasing demand for education in addition to the decrease in

financial allocations approved for education purposes. This has led to the spread of patterns. In order to keep pace with the cognitive development in modern methods, methods and strategies, which called for a shift in teaching from traditional methods that rely heavily on memorization and indoctrination, and limiting the students' job to listening and filling minds and their dependence on the theoretical side only, which exposed them to rapid forgetting. It limited their motivation and the absence of teaching based on thinking, creativity and problem solving, their dependence on themselves and their methods of learning, and their lack of tendencies towards developing the cognitive and scientific research aspect of teaching among students and mixing the theoretical and applied aspects (Al-Hashimi, 2013: 20), and the study of each of Al-Rubaie (2005) Al-Aboudi (2010) and Ghanem (2011) stress that students lack a learning style. Their deep dependence on inappropriate study habits and the weak ability to organize and retrieve information, and may negatively reflect on the student's educational and performance outcomes, resulting in what we call today experiences of failure and failure to achieve success. Low, and this may be due to the students' use of useless learning methods and their dependence on automatic memorization and orientation towards the superficial method of learning (Al-Rabi'i, 2005: 4) (Al-Aboudi, 2010: 7) (Ghanim, 2011: 6). The researcher diagnosed through the distribution of the questionnaire. The exploratory and its meeting with a number of teachers indicated that universities prefer the superficial method and memorize information without understanding it and going into its details. and the prescribed academic hours, as well as the absence of higher assessment methods. As a result of the foregoing, the researcher concluded that our educational system encourages superficial learning, and the space for deep learning is limited, as the majority of students seem to prefer the superficial method in their studies, and this is not by their choice, but rather the nature of the educational system, the designed curricula, and teaching methods and methods, without looking at discovering what he prefers to the preferences and patterns of learners and methods of information processing. The research problem can be formulated by answering the following question:

What is the extent of the superficial and deep learning methods for students of the History Department at Diyala University for the academic year (2021-2022)?

**Second: the importance of the value of the research**

The scientific, technological and civilizational progress that we live in today is the result of the strenuous efforts of many innovators. The continuation of this progress depends on unleashing more of the creative potential of individuals, and that this progress results in problems in various aspects of economic and social life that need creative solutions that do not. It comes only through preparing the individual to face such challenges (Al-Khazraji, 2018: 9). In the reality of the Arab world, education faces many challenges that have a significant impact on the educational process, and here it is necessary to develop effective Arab educational mechanisms that guarantee educational work opportunities for success. And we were able to prepare our children (to meet the challenges of the twenty-first century) educationally, so we must use more effective learning methods based on addressing the changes in traditional educational systems. Good of learning and teaching (Al-Hilha, 2002: 144) and it was to treat. The university plays an important role in shaping the mentality of nations and making them occupies most of the time of the educated person, starting with the nursery school and ending with the university, and its importance was increased by the weak influence of the home and parents on the children. Therefore, the university education policy should be based on a social philosophy that represents the historical formation of the nation's culture and philosophy, and that students look to higher education as the way to achieving an economic, cultural and social level and thus raising the level of the people socially, economically, politically and culturally. (Al-Asadi, 2013: 24) History curricula are of great importance, and they are a field of knowledge and attitudes necessary for the good citizen. Therefore, history is one of the basic subjects taught in most educational stages, as it is a record of the life of the woman, which reflects her heroism and glories, and the book in which she wrote down the events of her life, their sequence and succession (Hamid and others, 2000: 55). It is also characterized by relative stability, in the light of which it is possible to improve study practices and choose the best strategies that represent images of the way they use their awareness and teach them things, meanings and experiences, which greatly benefit in rationalizing teaching and choosing the teacher when planning the lesson. It leads to achieving the maximum learning outcomes in the least time and with the least effort (Abesa, 2016: 231-232), and based on the foregoing, the use of modern learning methods leads to. To meaningful learning and from here the idea of interdependence and distinction between learning methods. In the superficial learning model, the interconnection between new and previous information is characterized by superficial interdependence for learning that is less effective and more prone to forgetting, because new knowledge is not represented in previous knowledge, but remains independent of it in the knowledge structure of the learner and this. What leads to the mind's tendency to get rid of it because it is not useful, so it is liable to be forgotten

(Muhammad, DT: 25). As for the owners of the deep style, they differ from the superficial style in their view of the learning content and the way of processing information. They look at the learning material with a contemplative view, and it leads to the formation of connections Effective that leads to meaningful learning. They emphasize the content of the content and what can be inferred from it. The deep learner is characterized by looking at the learning process as a process of thinking and deduction that does not stop at memorizing information, but extends to examining the information and discovering its relationship to life and what is presented in the field of responding to his needs in it. The mind has to scrutinize, organize and analyze information, and this means that learning according to this style is vertical learning (Atiya, 2016: 95).

**The importance of the current research is reflected in:**

- 1- The importance of colleges of education that aim to prepare generations rooted in higher human values.
- 2 - The importance of the science of history is the record of the history of nations.
- 3- The importance of modern learning methods that lead to achieving the required educational goals
- 4- The current research is a modest scientific addition by the researcher on the Iraqi environment method in particular and the Arab environment in general.

**Third / Aims the Research**

The methods of superficial and deep learning among students of the Department of History in the College of Education for Human Sciences at the University of Diyala.

**Fourth: Limitation of the Research**

The current research is determined by the following: Students of the History Department at the College of Education for Human Sciences, Diyala University, in the academic year (2021-2022).

**Fifth: Determination terms of**

Idiomatically style:

Hamdan defines it: It is a distinctive characteristic of each student that distinguishes him from others in his learning style through the availability of a number of perceptual elements categorized by perception, interaction with others, information processing formulas or learning experiences (Hamdan, 1985: 22)

Procedural definition of learning style: It is the individual's preferences and choices of the learning process in which he can influence his learning and the way in which learning takes place and takes place. These methods can play a key role in determining students' understanding of and response to the educational environment.

**Superficial and deep learning methods**

Entwistle defines it: It is the method that the student uses when he has an external motivation to learn, for example, fear of failure or fear of parents, and the learning outcome occurs in light of a superficial level of understanding, while deep learning is the method in which the learner focuses his interest in ideas and information and the search for meaning And the use of similarities and differences in describing ideas, linking ideas and information, and the use of evidence and proofs, 1981:22 (Entwistle)

**The method for superficial-deep procedural learning**

It is the score obtained by students of the History Department at the College of Education, University of Diyala for the academic year (2021-2022) when they respond to the scale prepared for the current study for research purposes.

**Scientific theoretical framework and previous studies**

**The first axis: theoretical framework**

**First, the two methods of surface-deep learning**

**A brief history of the concept of methods:**

The term style is used as a method to describe a number of activities, characteristics, and forms of individual behavior that appear with relative stability over a period of time. The term (style) in the Arabic language refers to "style" or "style", knowing that the concept of style is more related to the study of personal aspects, while the concept of style is more closely related to the study of cognitive aspects, where style is related to the processes of perception, remembering, imagination, problem solving and decision-making While the concept of pattern is related or related to personality patterns such as introversion, extraversion or other physical patterns in the personality (Al-Atoum, 2004: 285)

The idea of learning methods began unintentionally when the first distinction between the two halves of the brain and its separation appeared in the nineteenth century, when some researches and studies conducted in the field of brain learning in this area indicated that this increased interest in the study of

brain functions, as its results confirmed the ability of neurons to learning, and there are many studies that confirmed this, including the study of Dax&Berruxa 1865) (Al-Jumaili, 2013: 56-57)

Continuing to deal with learning methods, a team of scientists began to study learning methods and strategies. In Sweden, Marton and his colleagues appeared. In the United States, Entwistle and his colleagues appeared. In Australia, Biggs appeared. These scientists were interested in studying what is known as study processes or learning processes. Finally, learning methods, each of them used different methods and tools in his study, in addition to their differences in theoretical frameworks (Al-Dardir, 2004: 159).

#### **Learning styles concept**

The concept of learning refers to the features that express how the learner prefers when learning, so we find that the way learners learn differs from one student to another. And the learner and his assistance in finding new and correct methods that enable the learner to understand the educational material and absorb it in a clear and understandable way that takes into account the individual differences between the learners (Bahgat, 2004: 18)

#### **The nature of learning methods**

The nature of learning methods is characterized by a set of features, the most important of which are the following: -

- 1- Learning methods discover individual differences between humans in higher cognitive processes such as perception, memory, focus, attention, learning and problem solving.
- 2- Learning styles include simple variables, which have an important aspect of cognitive activity related to counseling and response events, and they are viewed as organizing factors.
- 3- Learning styles are preferential ways of human learning knowledge or dealing with information in its various aspects (Al-Farmawi, 1994: 77)

#### **characteristics of learning styles**

There are a number of characteristics that characterize the learning methods, the most important of which are the following:

- 1- It relates to the form of the cognitive activity practiced by students more than it relates to the content of this activity, so it refers to the individual differences between students in how to practice different cognitive processes such as perception, thinking, problem solving, learning, awareness between the elements, or the variables that are exposed. It has the individual in behavioral attitudes (Al-Sharqawi, 2003: 138)
- 2- It is characterized by relative stability, as it is characterized by a kind of stability over time, and this facilitates the process of predicting students' behavior towards cognitive and social situations, and this does not necessarily mean that they are absolutely fixed, as they can be modified or changed in certain circumstances (Zaghloul, 2012: 87). )

#### **Classification of learning styles models**

There are models that have affected the superficial and deep learning methods, the most important of these models are (Marton and Salgo), (Entwistle), (Biggs, (Schmeck) and (Hermann's Quadrilateral Model (HBDL).

#### **First: - Marton and Salgo's model, through their study of the existence of two learning styles or styles:**

- 1- Superficial learning: where the student's attention is focused on learning the text itself in an attempt to memorize and remember the details and facts. Therefore, their learning concept focuses on the amount of information and not on the quality.
- 2- Deep learning: where these students focus on the content, its meaning and significance, and the writer's goal, because their concept of learning is a deductive process during which they study the relationship between the ideas presented by the text to each other, then discuss evidence and evidence and form links between that information contained in the text and the previous information. (Mohammed, DT: 31)

While Entwistle 1981 presented: A model for explaining student learning based on the link between learning methods and the level of outcomes represented in the level of students' understanding. There are three directions and there are three main directions for the learning process:

Personal meaning orientation, which is represented in the deep style, the coherence of ideas, the use of evidence, evidence, and internal motivation, and the achievement orientation, which is represented in the strategic style, systematic study methods, negative attitudes towards study, achievement motivation, and orientation towards productivity. Reproducing orientation, including superficial style, and commitment The limits of the curriculum, fear of failure, and external motivation (Abu Hashem, 2000: 236), and he found that there are three learning styles whose level of preference varies among learners with an increase in style from Marton and SalgoAnf by mentioning the three methods, which are:

1- Deep style: Learners who prefer this style have a desire to search for meaning and not accept ideas without scrutiny, and try to link new learning with previous learning and have the ability to link and integrate ideas and their tendency to use evidence and proofs.

2- The Surface Style: The Surface Style. Learners who have this style are interested in memorizing the information related to the questions, and they depend for their learning on clear instructions and logical methods in their access to information, and they are interested in memorizing and remembering the learning content.

3- Strategic Style: This method in the Intustel model is similar to the achievement method in the Biggs model, and thus the two models are almost identical in the content of their methods, and they belong to the learners with a negative tendency towards study who do not care more about studying than success, so they try to get hints and indicators from The teacher on the educational situation (55): Entwistle, 1981).

#### **Third: The Biggs Model:-**

Biggs research has gone through two stages: the first stage is qualitative research by presenting a number of questions to students to answer, then analyzing those answers in the light of specific protocols. The deep method, and the superficial method. The second stage was represented by his designing a questionnaire to measure learning methods. The results of that stage revealed a third method, which is the achievement method (InTrigwell& prosser,1991,266-270).

And then his questionnaire aimed to measure three learning styles: the superficial learning style, the deep learning style, and the achievement style. And the achievement strategy (Al-Qobati, 2003: 53) and students with a deep learning style are characterized by internal motivation, so they view the task as interesting and that they have to personally contribute to it. Hence, the strategy used by these students is to process information with high levels of generality that helps To increase understanding and stay away from details, while students with entrance depend on achievement motivation, as they seek the reinforcement that occurs due to achievement, which is to obtain high marks in the exam, so these students make a great effort in organizing time and distributing effort to achieve this (Biggs,1991:17)

#### **Fourth: - Schmeck1988 model**

Schmeck sees that the learning style represents the desire shown by some students to adopt a specific educational strategy without regard to the specific requirements of the educational task. 1988:233)

They proceed and Shamak confirms that successful students are those who use a learning style that includes deep thinking in their students' studies, whether the students are deep or superficial. Different sources and expand the topic through personal examples and paraphrasing their own words are faster to learn and better to remember, or students who are characterized by the superficial spend or spend a lot of time studying and repetition and retain information in its original form, they prefer to absorb information as presented Not by thinking and paraphrasing (Hammadi, 1997: 33)

#### **Fifth: - Hermann's Quadrilateral Model (HBDL)**

Hermann based his theory on the discovery of two factors, Roger sperry, who made a discovery in 1960 confirming that the right and left halves of the brain have their own distinctive characteristics or special tasks that they perform. His three-brain theory states that the human brain consists of three brains, one on top of the other, which are:

1- Reptile brain: It is located in the upper part of the spinal cord and below the cerebellum and is responsible for the biological needs of food, drink and safety.

2- Mammalian brain: It is located at the back of the head and is responsible for feelings and emotions.

3- The sane human brain: It is located in the upper part of the head and is responsible for (thinking, imagining, learning).

Then Hermann, by combining these two methods, by excluding a part of the reptile brain from the eater model, where the tasks of this section could not be dealt with, photographed or influenced, and thus Hermann kept only two parts of this model (the mammalian brain and the human mental brain). By merging these two sections with the right and left hemispheres of Spree's theory in a circular quadrilateral model, like the brain, after the merger, it has four regions of the human brain (A,B) on the left side and (C,D) on the right side of the brain, each representing four types To Learn (Al-Turaihi, 2013: 112-117)

#### **The second axis: previous studies**

##### **A study of the superficial-deep learning method**

##### **Jassim Al Jumaily Study (2013)**

The study was conducted in Iraq, and aimed to know the methods of thinking and learning methods, and knowledge of the prevailing learning methods, as well as the differences in the prevailing learning methods according to the variable (gender) among Iraqi university students, and the study adopted the descriptive approach. The study sample consisted of (1180) male and female students from three

universities The study tool was represented by the special standards of thinking styles and learning styles, while the statistical methods used by the researcher were the T-test for two independent samples, Pearson's correlation coefficient, the Facronbach equation, and the analysis of variance. (Al Jamili, 2013)

**Aspects of benefit from previous studies**

The researcher benefited from the studies in several matters, the most important of which are:-

- 1- Defining the research problem and its objective.
- 2- Choosing the appropriate methodology for the study.
- 3- Use appropriate statistical methods.
- 4- Seeing the standards and sources related to the subject of the current study.
- 5- Benefiting from the results of these studies in interpreting the results of the current study.

**Search procedures**

**First, the research method**

The researcher followed the correlational descriptive research method in the light of the research variables and its objectives because it is the most appropriate method for studying the correlational relationships between the variables, which is the way to describe the subject to be studied through a correct scientific methodology and depict the results reached on expressive digital forms that can be interpreted (Al-Mahmoudi, 2019: 46)

**Second, the research community**

Determining the research community is one of the main steps in educational and psychological research that must be carried out before determining the type of sample. (Ben Shalhoub, 2016: 204) The current research community consists of students from the History Department for the morning study at the College of Education for Human Sciences at the University of Diyala for the academic year (2021-2022). Females, the number of males was (249) students, while the number of females and (364) female students.

**Third: the research sample**

It is a part of the original research community chosen by the researcher in different ways and in a way that represents the original community and achieves the purposes of the research and relieves the researcher of the hardship of studying the original community in its entirety. (Melhem, 2005: 132) In view of the disparity in the numbers of students for the variables of gender and stage, the researcher was keen on objectivity in selecting the sample members and resorted to using the random stratified method with a proportional distribution method according to the percentage specified in advance, and dividing the original community into several layers and then randomly drawn From each class a specific number of students in proportion to the ratio of the number of students in the sample to the number of students in the original community, while maintaining the general ratio prescribed for all classes. This type of samples is of great importance in educational research, and Table (5) shows this

**That's table (5)**

It shows the distribution of the research sample individuals according to the variable of gender and stage

PERCENTAGE	TOTSL	FEMALE	MALE	STAGE
%21.21	50	29	21	FIRST
%37.36	88	50	38	SECOND
%22.02	52	33	19	THIRD
%19.41	46	28	18	FOURTH
100%	236	140	96	TOTAL

Research tool: surface-deep learning method scale

**Surface-deep learning method scale**

Arafa Al-Diwan (2019) The method of superficial learning Learning from the point of view of the owners of this style or pattern is concerned with quantity, not quality, and they memorize the information as a text without thinking about details and facts and memorize the material on the back of the heart and in this style the learner's effort is devoted to memorizing the text or information. The

rapid learning content does not give it the necessary thinking about its causes, components and source, and information processing is characterized by a superficial treatment far from deep thinking. (Al-Diwan, 2019: 116). They have the ability to form effective connections that lead to meaningful learning. They stress the content of the content and derive information and apply it in their lives, and this means that they interact and perceive the new information (Al-Diwan, 2019: 118).

**Scale target**

The scale aims to measure the superficial-deep learning methods of the research sample students.

**veracity of scale**

Honesty is one of the important conditions in collecting data, and that honesty is the validity of the method or tool to measure what is intended to be measured (Al-Mashhadani, 2019: 167). He made some observations by deleting some of the unclear phrases and modifying and formulating some of the phrases to suit the level of the students, and the scale eventually became composed of (20) items.

**Statistical means**

The researcher used the statistical means chi-square, Pearson correlation coefficient, alpha-Cronbach equation, T-test for two independent samples, skewness and flatness coefficient, standard error, arithmetic mean, median and mode, t-test for one sample, one-sample variance test and z-test (Z-test and multiple regression analysis

**Presentation and interpretation of results**

The results reached by the researcher will be presented in the light of the procedures followed that were presented in the third chapter and the interpretation of the results in the light of the significance of the statistical differences for these procedures according to the steps:

**The objective of the superficial and deep learning methods among the students of the History Department at the College of Education for Human Sciences at the University of Diyala.**

To achieve this goal, the arithmetic mean of the research sample scores of (236) male and female students was extracted for the surface and deep learning scale. The value of (60) degrees and by using the t-test for one sample, it was found that the calculated T-value is equal to (1.582) and when balanced with the tabular T-value of (1.97) at the significance level of (0,05) and the degree of freedom (235) it turns out that the T-value The calculated value is smaller than the T-table value, meaning that there is no significant difference between the arithmetic mean of the sample and the hypothetical mean of the scale, although the arithmetic mean is greater than the hypothetical mean and the table (25) shows this:

**The results of the (T-test) test to test the significance of the difference between the arithmetic mean and the hypothetical average to identify the surface and deep learning of the research sample**

Indication level 0.05	T value		degree of freedom	The hypothetical mean of the scale	STANDAR DEVIATION	MEAN OF SCORE	SAMPLE
	tabular	calculated					
Statistical function	1.97	1.528	235	60	11.850	61.220	236

In order to find out the differences between each field of surface and deep learning in the research sample, the arithmetic mean, standard deviation and the calculated and tabular T-value were extracted as shown in Table (26):

**Table (26) results of (T-test) to test the significance of the difference between the arithmetic mean and the hypothetical average to identify each of the areas of surface and deep learning in the research sample.**

Indication level 0.05	T value		degree of freedom	The hypothetical mean of the scale	Standard deviation	Mean of score	SAMPLE SIZE	learning style
	tabular	calculated						
Statistical function	1.97	-13.853	235	30	6.353	24.271	236	surfactant

Statistical function	1,97	9.993	235	30	10.683	36.949	236	the deep
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It is clear from table (26) the weakness of students' possession of superficial learning, where the arithmetic mean value was (24,271) which is less than the hypothetical average of (30). Where the calculated t-value amounted to (13,853-), which is greater than the tabular t-value of (1,97), as for deep learning, where the arithmetic mean reached (36,949) which is more than the hypothetical average of (30) and when testing the significance of statistical differences By the T-test for one sample, it was found that there is a statistical significance in favor of the arithmetic mean over the hypothetical mean, where the calculated t-value reached (9.993), which is greater than the tabular t-value of (1.97).

The result is due to the fact that the courses in the professional preparation stage for students of the College of Humanities of Diyala University ... include educational, specialized and general materials, and these materials require the use of thinking and analysis skills to accommodate students and the decisions of those subjects. You need to understand, as Marton and Salgo point out that, the deep learning style, where these students focus on the content, its meaning and significance, because their concept of learning is a deductive process through which they study the relationship between the ideas presented by the text to each other, while the superficial learning style focuses attention Students learn themselves in an attempt to memorize and remember details and facts, so their learning concept focuses on the quantity and abundance of information and not on quality and good quality. As for the method of deep learning, where these students focus on the content, its meaning and its significance, because their concept of learning is a deductive process. Through which they study the relationship between the ideas presented by the text to each other (Muhammad, 2007: 3 .). 1)

#### **Conclusions, recommendations and suggestions**

##### **Conclusions**

In light of the research results, the researcher reached a set of conclusions

- 1- Learning outcomes in educational colleges require their possession of thinking skills, analysis, evaluation, interpretation and application, and this is reflected positively on their possession of the deep learning method that the research mechanism has reached.
- 2- Weakness of the research sample's possession of the superficial learning method due to the requirements of the College of Education in accordance with the courses that require their possession of higher thinking skills such as analysis and evaluation, in addition to that, the superficial learning method, which requires only memorization and remembering, as it represents the lowest level of learning.

##### **The recommendations included in the research:**

- 1- Curriculum-makers' interest in the necessity of including history curricula with various learning methods in Iraqi universities.
- 2- The necessity of taking into account the deep learning and development of students by the teachers by following modern teaching strategies and methods.

Suggestions included in the research:

- 1- The methods of superficial and deep learning at different stages of study: primary, intermediate and secondary.
- 2- Studying the relationship of the superficial and deep learning methods to other variables such as the level of ambition, self-learning and self-skill efficiency.

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